

Summer Academy UNIT OF STUDY

Career Exploration	
Unit Title Length of Delivery of Unit Team Members	<input checked="" type="checkbox"/> Career Exploration <input checked="" type="checkbox"/> Craig Adams and Kahla Sparish <input checked="" type="checkbox"/> 1 Week
Unit Objective or Purpose:	<input checked="" type="checkbox"/> Increase student engagement and promote 21 st Century Skills.
Academic Goals & Standards: (Locate standards on the district web site: Click on District Dept Click on Curriculum Click on Academic Goals And Standards – left side column listed by grade levels)	<input checked="" type="checkbox"/> <u>FACE:</u> <u>National:</u> 1.2 Demonstrate transferable and employability skills in community and workplace settings. <u>State:</u> E: Students in Wisconsin will understand and actively use specific knowledge, attitudes, and skills related to creating conditions in the family and society to accomplish the work of the family. <input checked="" type="checkbox"/> Technology Education: A.8.2 Explain the need for and application of knowledge and skills from other disciplines when engaging in technological activities. D.8.4 Explain why people must think about how a new technology might affect other people, societies, and the ecosystem in which we live.
Connection to district curriculum: (Briefly describe how existing curriculum will be enhanced through this project.)	<input checked="" type="checkbox"/> Increase student engagement and promote 21 st Century Skills. <input checked="" type="checkbox"/> Currently Craig and I incorporate careers in our curriculum. We wanted to update the curriculum to match DPI's new requirements for Career Clusters.
BRIEFLY highlight how each of the five strands are represented in the unit. ILiteracy, Tech Tools, Differentiation, Assessment, Information Literacy	<input checked="" type="checkbox"/> Literacy: Students will read about Career Clusters and create a web of key terms <input checked="" type="checkbox"/> Tech Tools: Students will use Wiki Site to help manage project details. <input checked="" type="checkbox"/> Differentiation: Students will choose a format that he or she will present (flyer, poster, PowerPoint, etc.) <input checked="" type="checkbox"/> Assessment: Summative-project with rubric and formative-over the shoulder, ticket out the door, and project check-ins

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BRIEFLY highlight how each of the five strands are represented in the unit. Literacy, Tech Tools, Differentiation, Assessment, Information Literacy	<input checked="" type="checkbox"/> Information Literacy: Completing Checklist of the Big 6 Sheet <input checked="" type="checkbox"/> Information Literacy: Use Big6 Approach to research

Craig and I would like an Elmo to show some of the work that will be done.

Career Exploration	
Unit Title Length of Delivery of Unit Team Members	<input checked="" type="checkbox"/> Career Exploration <input checked="" type="checkbox"/> Sandy Drobot, Jan Schuld
Unit Objective or Purpose:	<input checked="" type="checkbox"/> Jan: Using technology to research careers, and careers in technology <input checked="" type="checkbox"/> Sandy: Using technology to research careers
Academic Goals & Standards: (Locate standards on the district web site: Click on District Dept Click on Curriculum Click on Academic Goals And Standards – left side column listed by grade levels)	<input checked="" type="checkbox"/> Jan: See Standards below. State Standards for Information Technology <input checked="" type="checkbox"/> Sandy: <ol style="list-style-type: none"> Students will use a computer and communications software to organize and create information. (A.12.4 Wisconsin's Model Academic Standards for Business) Students will use media and technology to create and present information. (A.12.5 Wisconsin's Model Academic Standards for Business) Students will become aware of career opportunities in business organization/management and understand the technical skills, knowledge, and education levels needed. (H.12.3 Wisconsin's Model Academic Standards for Business)

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Connection to district curriculum: <small>(Briefly describe how existing curriculum will be enhanced through this project.)</small>	<input checked="" type="checkbox"/> Jan: Students will research careers (books and Internet). And will create a 5 page website using Google Sites that will display their information. <input checked="" type="checkbox"/> Sandy: Students will read and write about careers, use the Internet for research, and will create a Google website and a video presentation.
BRIEFLY highlight how each of the five strands are represented in the unit. Literacy, Tech Tools, Differentiation, Assessment, Information Literacy	<input checked="" type="checkbox"/> Literacy MLA report, citations <input checked="" type="checkbox"/> Tech Tools. Google Sites (wiki), Gmail, Cooltext.com, On-line career assessment, Career Clusters. Google word, Good Forms, Google Bookmarks. <input checked="" type="checkbox"/> Differentiation Tiered by rubric, choice of career to research. <input checked="" type="checkbox"/> Assessment: Webpage summative, video Summative, over-the-shoulder formative. <input checked="" type="checkbox"/> Information Literacy. Evaluating websites (using electronic databases and other websites, discuss copyright.

Standards

How can you use technology tools in the career planning process?

How can you use self-assessment and the 16 Career Clusters to explore career options of the 21st Century?
 Students will be able to use computer technology and apply it to the career planning process.

A. Media and Technology - Students in Wisconsin will select and use media and technology to access, organize, create, and communicate information for solving problems and constructing new knowledge, products, and systems.

B. Information and Inquiry - Students in Wisconsin will access, evaluate, and apply information efficiently and effectively from a variety of sources in print, non-print, and electronic formats to meet personal and academic needs.

C. Independent Learning - Students in Wisconsin will apply technological and information skills to issues of personal and academic interest by actively and independently seeking information; demonstrating critical and discriminating reading, listening, and viewing habits; and, striving for personal excellence in learning and career pursuits.

D. The Learning Community - Students in Wisconsin will demonstrate the ability to work collaboratively in teams or groups, use information and technology in a responsible manner, respect intellectual property rights, and recognize the importance of intellectual freedom and access to information in a democratic society.

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Standards (continued)

A. Media and Technology

A.12.1 Use common media and technology terminology and equipment.

A.12.2 Identify and use common media formats. Students will learn to create and edit computer graphics, as well as insert images, sounds, and video clips into their projects.

A.12.3 Use a computer and productivity software to organize and create information. Students will use personal productivity software to create and organize information.

A.12.4 Use a computer and communications software to access and transmit information.

A.12.5 Use media and technology to create and present information.

B. Information and Inquiry

B.12.3 Locate and access information sources.

B.12.4 Evaluate and select information from a variety of print, nonprint, and electronic formats.

B.12.5 Record and organize information.

B.12.7 Communicate the results of research and inquiry in an appropriate format. Students will create a working multimedia program and written presentation.

C. Independent Learning

C.12.1 Students will know how to find and use information present on the web and elsewhere to solve problems of personal or academic interest.

C12.3 Develop competence and selectivity in reading, listening, and viewing.

D. The Learning Community

D.12.1 Participate productively in workgroups or other collaborative learning environments Much of the project time will focus on researching and creating a project. Students will be free to consult with each other during this time.

D.12.2 Use information, media, and technology in a responsible manner Students will practice using presentation media and the internet for responsible purposes.

D.12.3 Respect intellectual property rights.

D.12.4 Recognize the importance of intellectual freedom and access to information in a democratic society.